

## EVALUATION ON ASPECT CHARACTER BUILDING OF “ENGLISH IS FUN WITH OWLIE 6”

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**Abstract:** This research was conducted to have an evaluation on the aspects of character building on textbook entitled “English is Fun with owl 6”. In this research, researcher applied qualitative research using evaluation method in conducting the research. Through the research, researcher evaluated six values deal with the aspects of character building that need to be achieved through English subject, those are respect for diversity, courtesy, confidence, independence, cooperation, and social discipline. Based on the evaluation, researcher found that the aspects of character building appeared in the textbook. From 59 parts of main units of textbook, the aspects appeared in 37 parts. The appearance of the aspects marked by indicators occurred or example of behavior shared in each part (material).

**Abstrak:** Penelitian ini dilakukan untuk mengevaluasi aspek pembangunan karakter pada buku paket berjudul “English is Fun with Owl 6”. Pada penelitian ini peneliti menerapkan penelitian kualitatif dengan metode evaluasi dalam pengerjaannya. Melalui penelitian ini, peneliti mengevaluasi enam nilai yang termasuk dalam aspek pembangunan karakter yang harus dicapai melalui mata pelajaran Bahasa Inggris, yaitu menghargai keberagaman, santun, percaya diri, mandiri, bekerja sama, dan mematuhi aturan sosial. Berdasarkan evaluasi, peneliti menemukan bahwa aspek pembangunan karakter muncul di dalam buku paket. Dari 59 bagian dari unit utama, aspek-aspek tersebut muncul pada 37 bagian. Kemunculan aspek-aspek tersebut ditandai dengan kemunculan indikator atau contoh perilaku yang dibagi pada setiap bagian (materi).

**Keywords:** Evaluation, Character Building, Textbook

**I**n English teaching learning process the use of textbook is essential as it has very important function. Textbook provides the information of knowledge and skills. It consists of learning guiding in the form of activities which guide the students to achieve the competency. It is also used as one of the tools in learning teaching activity that will support a teacher in teaching. Textbook, as one of the teaching sources, can be used as a tool to support the character education. Some textbooks already consist of material that has the values of character building. What teachers and educational unit need to do is to explore and develop the materials so it can be used as materials that support students' character building.

In this recent situation in Indonesia, the researcher found that people had less education about character building characterized by many deviations of moral values happen nowadays. Hasan, et.al. (2010: 1) mentioned that the culture and character of the nation has become a public concern on various aspects of life. Issues that arise is in the form of corruption, violence, sexual harassment, destruction, mass fights, consumptive economic life, political life is not productive, and so on. The imbalance must be addressed with character building from a young age so that people can understand and be accustomed to the moral values and good habits since childhood. Supriyoko in Hasan, et al. (2010: iii) stated that character is one aspect of human personality which is believed can be changed; from good to bad or vice versa, from bad to good. That is why character development becomes an essential thing to human life, both in scale of individual and the scale of nation.

What is faced by Indonesian society nowadays is the degradation of character due to the lack of education of the nation's character, the defiance of globalization and the negative effects of westernization, as well as the erosion of youth awareness of their own national culture. As result of the degradation is many deviation characters happened, such as sexual immorality and violence. One of the real examples of character deviations is the incidents of senior high school students beating journalist that occurred on September last year which is ended by a chaotic brawl between students and journalists (detik news: wednesday, 21/09/2011). The way to overcome this problem is with the needs of increasing the nation's character through the character education. The essential and importance of character education has been emphasized in the law of national education system no.20 year 2003; to develop skills and reform the character and civilization of the nation's dignity in the framework of nation's intellectual life.

In the current situation of educational system in Indonesia, English is being taught since elementary level. English is introduced as local content subject. One of the textbook that is used to teach English in Sintang is "English is Fun with Owlle 6" that is written by a professor of literature from Malang State University named Dr. Arwijati W. Murdibjono, M.Pd, Dip.TESL. Based on researcher preliminary survey, researcher found that all of public elementary schools in Sintang used this textbook, that is 28 schools.

Since this book were used in all public schools in Sintang, and the urgency of character building due to the problem occurred in the field, researcher conducted an evaluation on the aspect of character building of the "English is Fun with Owlle 6". This research conducted to found out whether the aspect of character building appeared or not in the textbook "English is Fun with Owlle 6". And to know to what extent the aspect appeared. The aspects of character building that researcher choose is the six character values that need to be achieved through English subject, that is respect for diversity, courtesy, confidence, independence, cooperation, and social discipline. The reason for choosing these values is because all the six values included as the main value of character education that distributed through English subject.

Developing character building has much important as developing students' intellectual, because character building helps the learners to empower their

mankind. The development of culture and national character education is needed for improving the quality of the nation, who not only in terms of intellect, but also attitudes and insight into the culture, as underlies in the Law no.14 year 2005 about National Education System verse 3 which stated, national education has a function to develop and maintained the character and civilization that full of dignity in the context of intellectual of the nation, aimed at developing the potential of learners in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creativity, independence, and become citizens of a democracy and responsibility.

In the development of character building in Indonesia, there is a term called the nation character. As cited in Hasan, et al. (2010: 3-4), nation character is formed by social interactions of a person with another in a particular environment and culture, therefore social and cultural factors become a very influential factor in the development of nation character. Social and cultural environment of Indonesia is the five principles of life, so nation character education should be based on the values of the five principles of life. In other words, educating the nation character is to develop the values of the five principles of life to students through the education of heart, mind, and physical education. As cited from Gardner, Cairns, & Lawton (2000: 266), “the five principles of Pancasila are an attempt to embrace both secular and religious values as a blueprint (Ribera, 1990)”.

Fitri (2012: 39-40) mentioned two types of indicators developed. First, the indicator for the school and classroom. Second, indicator for subjects. Indicators for school and classroom is a marker used by principals, teachers, and school personnel in planning, implementing, and evaluating school as executing agency of culture and national character. The indicators also related to the school activities programmed and school daily activities. While indicator for subjects describe an affective behavior of students related to a particular subject. In this research, researcher used the indicator for subjects. The main values that distributed English subject are respect for diversity, courtesy, confidence, independence, cooperation, and social discipline (Patimah, 2011: 4)

Evaluation can be considered as an act of making judgement, as the word suggest is to evaluate something. As mentioned by McGrath (2002: 22), if we do an evaluation, we are concerning to discover whather what one we are looking for is there, and if it is, we put a value on it. Moreover, McGrath (2002; 22) stated, “in evaluating, we look selectively, and in looking selectively we may miss the unusual or the innovation.”

In educational research, there is a term called Evaluating research where in the action involved assessing quality of study using standard advanced by individuals in education. The object of the evaluation can be person or things, as the example is the research that researcher like to conduct, that is an evaluation of elementary textbook. The evaluation itself has a definition as the act of considering something to decide how useful or valuable it is. Concerning to the definition above, researcher conclude that textbook evaluation is a study of textbook that concern to the quality and discovery of what we like to conduct and to put a value on the findings.

Through the research, researcher like to conducted whether the textbook “English is Fun with Owlle 6” contained aspect character building or not. As researcher stated before, the aspect of character building that neede to be evaluated in this textbook is the main values that distributed into English subject, those are respect for diversity, courtesy, confidence, independence, cooperation, and social discipline.

## **RESEARCH METHODOLOGY**

In conducting the research, researcher used evaluation as the approached with qualitative research as the method of research. The reason for choosing this research because researcher need to seek answer to a question stated in the research problems that need to be answered through a reseachable findings using data collection as the evidence. Ospina (2004: 1) defines qualitative research as ‘a form of systematic empirical inquiry into meaning (Shank, 2002: 5).’ While Reichardt and Cook (1979) cited all knowledge that is relative, that there is a subjective element to all knowledge and research, and that is holistics, ungeneralisable studies are justified as qualitative research (Nunan, 1992: 3). This kind of research is a type of scientific research which consists of an investigation that: seeks answers to a question; systematically uses a predefined set of procedures to answer the question; collects evidence; produces findings that were not determined in advance; and produces findings that are applicable beyond the immediate boundaries of the study (Family Health International: 1)

In descriptive study design, the subject/object can be person (human) or society, institution, thoughts (opinion), etc that currently happening based on the fact existed. As Best said (1992: 116) that descriptive study described and interpreted about something sych as condition and relationship that exist, opinion thats that are held, evident or trends that are developed primary concern about past happening which is still related to the current condition. While in this research researcher used a textbook as the object. The textbook that researcher used was “English is Fun with Owlle 6” written by Dr. Arwijati W. Murdibjono, M. Pd, Dip. TESL published by UM Press in year 2007. The textbook consists of seven main units and two supplementaries, while in this research researcher focuses on the seven main units.

The technique used in this research is documentary (documentation) which used documents as the source of the data collecting. This technique is applied to evaluate the data on the “English is Fun with Owlle 6”, whether it contained the aspect of character building or not. In conducting this research, researcher took the data using a checklist table which in the table has all the aspects need to be analyzed for evaluating that taken from values and indicators of each aspect.

There are three steps that conducted by researcher in the procedures of data collecting, which are gathering, analizing, and evaluating. In gathering the data, researcher gathered information about the aspect that researcher evaluated. In this reseacher, researcher focused on the main value of character that distributed to English subject, that is respect for diversity, courtesy, confidence, independence, cooperation, and social discipline. After gathered the item that would be investigated, researcher analyzed items in the aspect of character

building that would be evaluated from the textbook. After researcher analyzed it, then researcher do an evaluation on every part of the textbook that shared the main values that distributed into English subject.

## RESULT AND DISCUSSION

This research conducted to determined whether the aspect of character building appeared or not in the textbook. And if these do, to what extent the aspect appeared in the textbook. The steps performed in conducting the research are, first, researcher find the values of character building that will be investigated. After researcher found the values of the aspect, then the researcher put the values into a checklist table; this action is done to facilitate researcher in analyzing and collecting data of research so that the process of analyzing and collecting data can be more optimal. Once the checklist table are ready to be used for collecting data, researcher analyzed the values contained in the textbook based on the values that already mentioned in the checklist table, whether it appeared or not, then evaluate to what extent the aspect appears in the textbook.

As stated before that the appearance of the values marked with the indicator occurred and the example behavior shared through the materials. The indicator of each value can be seen in the table 1 below.

**TABLE 1: Six values to be Achieved through English Subject and Their Indicators**

Value	Indicator
Respect for diversity	Appreciating friends and their creation
Courtesy	Respond and express courtesy
Confidence	Have a free will to fulfill personal needs also have their own consider option and decision
Independence	Train students to be independent and built their self-reliance through personal tasks
Cooperation	Combining personal ability with others to work together in order to reach goals
Social discipline	Obeying applicable rules in class/school

### Respect for Diversity

In the textbook “English is Fun with Owl 6” the value of respect for diversity appeared in unit 1, that is on part H of the textbook. The example of behavior shared was being cooperate with friends without discriminating tribes, ethnics, culture, etc. The behavior shared through a groupwork activity where in the activity students were asked to make a group of three and draw an interesting spot in their school. They also asked to write about the spot that they already draw in a piece of paper then presented it to their classmates.

**TABLE 2: The appearance of value respect for diversity**

Examples of behavior	Appearance		Kinds of activity	Notes
	Yes	No		
Displaying creation		√	—————	None of the material in the textbook shared this behavior
Not discriminating friends		√	—————	None of the material in the textbook shared this behavior
Being friendly to anyone		√	—————	None of the material in the textbook shared this behavior
Being cooperative with friends without discriminating tribes, ethnics, culture, etc	√		Groupwork	The behavior shared through groupwork activity where in the activity students were asked to work with two of their classmates
Accepting dissent		√	—————	None of the material in the textbook shared this behavior

### Courtesy

The example of behavior shared through the value of courtesy are expressing idea/opinion both in written and orally. This value appeared in all activity dealing with presenting tasks and discussion since this value train students to be polite in every opportunities they have. Because this value did not emphasize on what they are doing, but more on how they delivered their thought.

**TABLE 3: The appearance of value courtesy**

Examples of behavior	Appearance		Kinds of activity	Notes
	Yes	No		
Greets people friendly		√	—————	None of the material in the textbook shared this behavior
Expressing idea/opinion both in written and orally	√		Presenting tasks	The behavior shared through the activity where students present their work both in individual and group
Asking questions using appropriate language in case of finding difficulties	√		Discussion	The behavior shared through the activity as students has given he opportunity to asking question

### Confidence

The value of confidence appeared in 10 materials of “English is Fun with Owlle 6”, that are one time in unit 1, one time in unit 3, three times in unit 4, two times in unit 5, and three times in unit 6. From six examples of behavior shared for sixth year elementary students, researcher found that only two behavior shared through the material of the textbook. The behavior shared are reading aloud with appropriate pronunciation and intonation, and presenting tasks by individual or group. the behavior shared through reading and presenting poem activity. Reading activity built students confident by having students accustomed to show themselves through reading, while presenting poes built students confident by having them presenting poem in front of the class.

**TABLE 4: The appearance of value confidence**

Examples of behavior	Appearance		Kinds of activity	Notes
	Yes	No		
Reading aloud with appropriate pronunciation and intonation	√		Reading	The behavior shared through the activity as students were asked to read the material aloud in the classroom
Involving themselves actively in every learning activity		√	—————	None of the material in the textbook shared this behavior
Expressing idea/opinion both in written and orally		√	—————	None of the material in the textbook shared this behavior
Think and act of solving problems bravely		√	—————	None of the material in the textbook shared this behavior
Presenting tasks by individual or group	√		Presenting poem	In this activity students were asked to recite a poem in the classroom in turns
Asking questions using appropriate language in case of finding difficulties		√	—————	None of the material in the textbook shared this behavior

### Independence

Independence was the most frequent value appeared in the textbook. From 59 parts of main units, independence appeared in 18 parts, that are three times in unit 2, two times in unit 3, two times in unit 4, one yime in unit 5, three times in unit 6, and seven times in unit 7. The behavior searching for information about materials by individual appeared through find information activity where in the activity students were asked to fullfilled a form with information about foods and drinks they have everyday. They also asked to fullfiled the form with information about foods adn drinks they friends have everyday. Behavior accomplished their tasks independently shared through the activity of find information and exercise. Individual exercise are done in order to make them become more independent and did not rely on anybody else.

**TABLE 5: The appearance of value independence**

Examples of behavior	Appearance		Kinds of activity	Notes
	Yes	No		
Searching for information about materials by individual	√		Find information	Students shared this behavior through the activity where in the activity students need to fullfiled a form about foods and drinks
Involving themselves actively in every learning activity		√	—————	None of the material in the textbook shared this behavior
Accomplished their tasks independently	√		Find information Exercise	In those activities students were asked to be able to finished all their tasks independently
Presenting individual tasks	√		Presenting poem	Students were asked to recite a poem in front of the class on their own

## Cooperation

Based on the indicator, that is combining personal ability with others to work together in order to reach goals, cooperation value train students to be more cooperative with their mates in every pair or group work activity. Through the textbook, students taught to be cooperative through behavior take and give to each others, doing conversation in pairs, and presenting groupwork. Those behavior shared in the textbook through pairwork, groupwork, presenting groupwork, and act a dialog out.

**TABLE 6: The appearance of value cooperation**

Examples of behavior	Appearance		Kinds of activity	Notes
	Yes	No		
Take and give to each other	√		Pairwork Groupwork	In those activities students were asked to be cooperate with their mates in accomplishing their task
Doing conversation in pairs	√		Act a dialog out	The behavior shared through a kind of pairwork activity where in the activity students were asked do a conversation with one of their classmates
Searching for information about materials by group		√	—————	None of the material in the textbook shared this behavior
Expressing idea/opinion in group activities		√	—————	None of the material in the textbook shared this behavior
Presenting groupwork	√		Presenting	The behavior shared through presenting activity where students asked to present their work in front of the class

## Social discipline

In unit 3 part E, there is a short story about vet. It is not really clear about what kind of activity done in the classroom, but from the instruction “listen to your teacher’ researcher found that the value of social discipline appeared in the material since the indicator obeying applicable rules in class/school. The behavior shared was taking part seriously in every class activity because students need to listen to the teacher while teacher reading the material.

**TABLE 7: The appearance of value social discipline**

Examples of behavior	Appearance		Kinds of activity	Notes
	Yes	No		
Arrived on time		√	—————	None of the material in the textbook shared this behavior
Not littering		√	—————	None of the material in the textbook shared this behavior
Taking part seriously in every class activities	√		Listening	The behavior shared through the activity since in the activity seriousness is required in following the activity



It was stated before that the distributed main values into English subject in school are respect for diversity, courtesy, confidence, independence, cooperation, and social discipline (Patimah, 2011: 3-4). Through the research, researcher found that this textbook integrated all of the main values of character building that distributed into English. Based on the data obtained, researcher found that the most frequent value appeared is independence, with the most frequent examples of behavior shared was accomplished their tasks independently.

But even that the values appeared in many parts of the textbook, in some parts the appearance of the values was not really clear which comes to ambiguity or confusion. There are materials which has less detailed instructions that causing confusion on the types of behavior shared although the indicator occurred was really obvious. As example, there is a material in the textbook about profession. In this material there are nine sentences dealing with profession that need to be completed through fill in blank activity. In this activity, first, students need to ask their friends about what they wanted to be in the future, then put their friends' name in the profession they friends wanted to be. As example for the first sentence, "\_\_\_\_\_ wants to be an engineer". Before they fill the blank they need to ask their friends until they find a friend who wanted to be an engineer and put their name in the blank.

This activity definitely indicates value cooperation since in the activity they need to work with their friend in find out the right person with the profession they wanted to be that listed. But since the instruction only said, "ask your friend, then write", researcher found a confusion in defined the behavior shared. It was because the instruction was not really clear and none of the example behavior could indicated the activity.

There are also some materials that lead to ambiguity on the type of value. It was appeared on unit 6 in part B and D with rearrange jumbled sentences as the activity. What makes the materials become ambiguity is because it has less instruction on the activity. Those materials only have "what (which) happened first? Write numbers ....". the instruction sentence did not explained about how the materials will be done, whether it done as individual tasks or groupwork. Because if those material done as individual the value occurred was independence. And if it is done as a groupwork this mean that those material shared value cooperation.

## CONCLUSION

Character building through the education of nation's character become crucial since there are many deviations of moral values happened which characterized that Indonesia faced degradation of moral values. The education of moral values can be delivered to any teaching media, as example textbook. Textbook can be used as teaching media to delivered those values since textbook has important function in teaching learning process as well.

Based on the indicator for subjects, the main values that distributed into English subject are respect for diversity, courtesy, confidence, independence, cooperation, and social discipline. Based on the conducted research, researcher

found that all the six main values which distributed through English appeared in the textbook.

The extent to which the aspect of character building appeared in “English is Fun with Owlle 6” is integrated through the teaching material. The values integrated through the material indicated by the appearance of indicator of each values or by examples of behavior shared through the materials.

Even though all the six main values could be integrated through the textbook, researcher found some of weaknesses that need to be improved to optimize the education of nation character through the textbook. The weaknesses are, first, there are some of the materials has less or unclear instruction. This obscurity guided to a confusing or ambiguity meaning, either in the kinds of the activity or the value appeared through the materials. Therefore, the textbook should have more clear instruction so that it would be easier to determine which value shared through the material. Second, this textbook only consist of exercises. There are no introductory materials that lead to exercises. To overcome this problem, it would be better if this textbook become an accompaniment of another textbook as an exercise book for students. Since this textbook has only tasks and reading activity as the materials, it would be good if there is another textbook provided learning material which guided to activities in the textbook. The textbook with learning material would help teacher and students have a better understanding to the activities in “Owlle is Fun with Owlle 6”. If the activities already clear, it would be easier to determine what value appeared in the materials and how we delivered it.

Based on the evaluation, researcher found that this textbook can be used as teaching media to teach sixth grade of elementary students as this textbook contained all six main values that need to be achieved through English subject. Although there are some weaknesses found, but overall the moral values are well integrated through this textbook.

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